

Office of Planning Research and Assessment

December 7 2009

Trends in Developmental Education Enrollment



Sample

The sample for this study includes students and active classes across the Connecticut Community College System during the fall semesters of 2005, 2006, 2007, 2008 and 2009. Developmental Education Courses are restricted to Math and English courses with a DEVL attribute assigned to them by the individual colleges. Excluded were ESL and College Readiness courses. Also excluded were courses such as Concepts in Personality Adjustment, Concepts of History, Concepts of Science, and the like.

Credit Hours/FTE

As a system there has been a 9% increase in the number of Developmental English credit hours and FTE generated in one year (fall 2008 to fall 2009) and a 41% increase over the past five years (fall 2005 to fall 2009). Of the 32,123 total FTE generated by the system in the fall of 2009, Developmental English accounts for 8.1% (2,592 FTE).

TXcc	9.1%	8.9%	9.1%	11.3%	12.3%
TRcc	5.7%	3.3%	3.6%	3.4%	5.5%
QVcc	6.0%	6.0%	6.5%	6.4%	7.1%
NKcc	8.2%	9.0%	8.7%	10.0%	10.5%
NW...	7.7%	7.7%	8.9%	9.5%	10.6%
NVcc	6.3%	6.3%	5.6%	5.8%	10.9%
MXcc	7.2%	8.0%	7.5%	10.2%	10.0%
MAcc	7.4%	7.6%	6.8%	7.0%	10.0%
HOcc	10.5%	9.6%	9.3%	11.0%	10.9%
GWcc	6.1%	5.6%	5.6%	6.5%	7.6%
CAcc	5.0%	7.8%	9.3%	11.0%	7.7%
AScc	4.2%	3.0%	4.3%	5.1%	7.7%

Dev Eng, Fall 09

% of Total FTE

As a system there has been an 8% increase in the number of Developmental Math credit hours and FTE generated in one year and a 26% increase over the past five years. Of the 32,123 total FTE generated by the system in the fall of 2009, Developmental Math accounts for 7.2% (2,297 FTE).

TXcc	8.2%	8.4%	8.1%	8.3%	9.4%
TRcc	9.9%	3.3%	9.2%	10.0%	5.8%
QVcc	7.6%	6.5%	6.2%	6.6%	6.2%
NKcc	6.3%	6.9%	6.8%	7.4%	7.2%
NW...	6.0%	6.5%	7.4%	7.1%	7.2%
NVcc	7.0%	7.2%	6.9%	8.4%	6.9%
MXcc	6.6%	7.3%	7.0%	7.2%	7.0%
MAcc	3.7%	3.5%	3.3%	3.2%	3.2%
HOcc	7.7%	8.0%	7.1%	8.1%	7.3%
GWcc	9.5%	9.3%	9.0%	9.5%	11.3%
CAcc	7.0%	7.3%	8.0%	8.4%	7.2%
AScc	5.2%	4.2%	5.2%	5.3%	5.2%

Dev Math, Fall 09

% of Total FTE

Seats/Registrations

As a system there has been a 6% increase in the number of Developmental English seats (registrations) in one year (fall 2008 to fall 2009) and a 30% increase over the past five years (fall 2005 to fall 2009). Of the 156,518 total seats generated by the system in the fall of 2009, Developmental English accounts for 6.9% (10,840 seats).

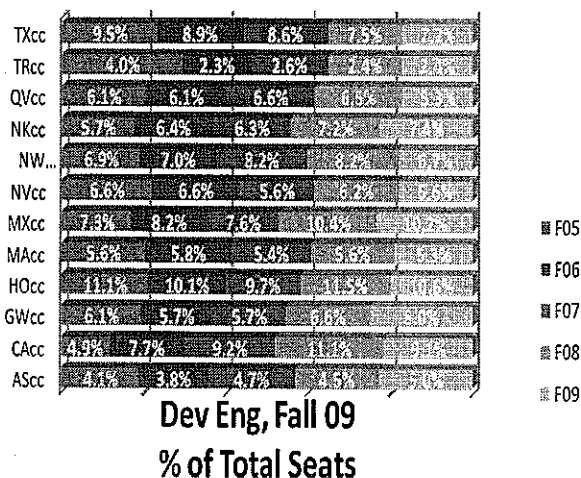
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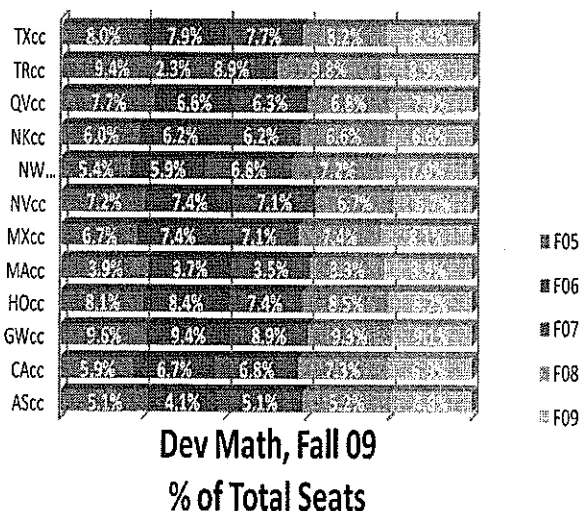
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Connecticut
Community
Colleges

Education That Works For a Lifetime

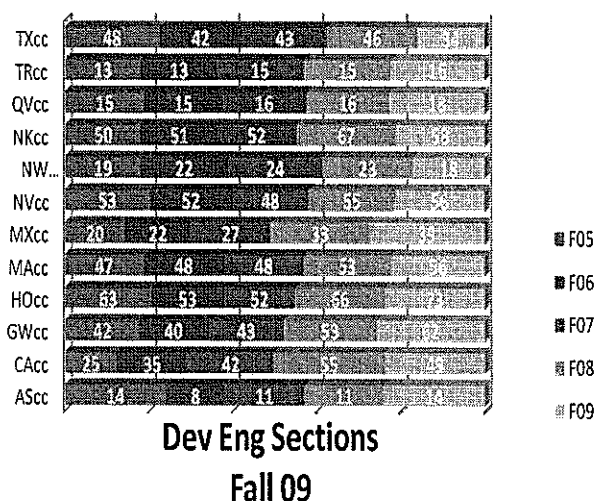


As a system there has been a 9% increase in the number of Developmental Math seats (registrations) in one year (fall 2008 to fall 2009) and a 26% increase over the past five years (fall 2005 to fall 2009). Of the 156,518 total seats generated by the system in the fall of 2009, Developmental English accounts for 7.1% (11,124 seats).

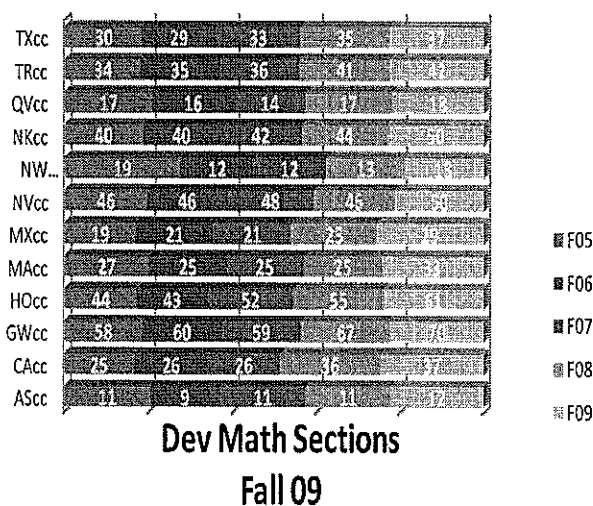


Sections

In the fall of 2009 there were 493 sections of Developmental English offered across the system. This represents no change from fall 2008 and a 21% increase over the last five years.



In the fall of 2009 there were 452 sections of Developmental Math offered across the system. This represents a 9% increase from fall 2008 and a 22% increase over the last five years.



Headcount

In the fall of 2009 14,683 students (unduplicated) were enrolled in one or more developmental education courses across the system. This represents a one year increase of 5% and a five year increase of 23%.

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In the fall of 2009, across the system 9,163 students enrolled in one developmental education course, 4,079 students enrolled in two developmental education courses, 1,399 students enrolled in three developmental education courses, and 42 students enrolled in four developmental education courses. This represents a five year increase of 15%, 36%, and 51% for one, two and three developmental education course enrollments respectively. One student was enrolled in four developmental education courses five years ago; the percent change is therefore exaggerated.

What Does the Data Tell Us About Our System?

The amount of developmental education (credit hours, FTE, registrations, sections, and headcount enrollment) generated by the Connecticut Community College System has increased substantially over the past five years. Significant changes have occurred especially during the last two years that are likely a result of the changes in the system's College Level English and Math placement policies.

Most of the increase, however, is a result of the significant gains in enrollment experienced during the same time period. The proportion of system and college FTE attributed to developmental education has remained fairly constant over the last five years, even with the noticeable bump up occurring in the fall of 2008 that carried over to the fall of 2009.

Developmental Education: % of Total Community College System (CCC) FTE

	F05	F06	F07	F08	F09
CCC	14.3%	14.4%	14.1%	15.4%	15.1%

Proportions are consistent over time, but this does not take away from the fact that developmental education accounts for 15.1% of the FTE and 14% of the registrations generated by the system in the fall of 2009; serving 14,683 students.

The data tells us that faculty and staff in the Connecticut Community College System do a lot of work in the area of developmental education. Twenty six percent of the students enrolled in the system this fall are enrolled in some sequence developmental education. These 14,683 students are "at risk"; underprepared for college work. The number of students underprepared is actually much higher noting that this assessment focuses on enrollment and not placement. The implied barriers to student success are well known and need not be repeated here. The challenge of providing adequate and effective supports that facilitate student success is a struggle, especially given the current fiscal climate.

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